Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	*Place date stamp here.* RECEIVED TEXAS EDUCATION AGENCY 2015 AUG 20 AM 10: 48 DOCUMENT CONTROL UNIT DISCRETIONARY GRANTS
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #
Pasadena Independent School District		101-917	Jessup Elementary School		

Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
74-6001850	IV	22, 29	072192925	

Mailing address	City	State	ZIP Code
1515 Cherrybrook Lane	Pasadena	TX	77502-4048

Primary Contact

First name	M.I.	Last name	Title
Ryan		Pavone	Principal

Telephone #	Email address	FAX #
713-740-0616	RPavone@pasadenaisd.org	713-740-4112

Secondary Contact

First name	M.I.	Last name	Title
Olivia		Smith-Daugherty	Executive Director of Grants

Telephone #	Email address	FAX #
713-740-0865	OSmith-Daugherty@pasadenaisd.org	713-740-4034

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kirk		Lewis	Superintendent of Schools

Telephone #	Email address	FAX #
713-740-0244	KLewis@pasadenaisd.org	713-740-4040

Signature (blue ink preferred)   Date signed

[signature]   8-18-15

Only the legally responsible party may sign this application.

701-15-107-013

Schedule #1—General Information (cont.)

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, <u>the application will be disqualified</u>.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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| Schedule #2—Required Attachments and Provisions and Assurances ||
| County-district number or vendor ID: 101-917 | Amendment # (for amendments only): |

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements: 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

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the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

       iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

    (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

       i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

       ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

       iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

    (B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

    (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.	The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following: 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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(A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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	The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:
	
	1. Offer full-day kindergarten.
	
	2. Establish or expand a high-quality preschool program.
	A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
	    (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
	    (B) High-quality professional development for all staff;
	    (C) A child-to-instructional staff ratio of no more than 10 to 1;
	    (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
	    (E) A full-day program;
	    (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
	    (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
	    (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
	    (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
	    (J) Program evaluation to ensure continuous improvement;
	    (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
	    (L) Evidence-based health and safety standards.
	
	3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
	
	4. Provide educators, including preschool teachers, time for joint planning across grade levels.
	
	5. Replace the principal who led the school prior to the commencement of the early learning model.
	
	6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	    (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	    (B) Are designed and developed with teacher and principal involvement;
	
	7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,

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after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:
   (A) Research-based;
   (B) Developmentally appropriate;
   (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
   (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Prekindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved prekindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with prekindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day prekindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
	
	1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
	
	2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    (A) Screen all existing staff and rehire no more than 50 percent; and
	    (B) Select new staff
	
	3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	
	4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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	5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
	
	6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
	
	7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
	
	8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
	   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
	   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
	   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
	
	9. Provide appropriate social-emotional and community-oriented services and supports for students.
	
	If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.	

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	   (A) School leadership
	   (B) Teaching and learning in at least one full academic content area	

	(C) Non-academic supports for students (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:
	
	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	
	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
	    (A) significant improvement in academic achievement
	    (B) success in closing achievement gaps either within a school or relative to other public schools
	    (C) High school graduation rates
	    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	
	3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.

	(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

Schedule #4—Request for Amendment	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation**, and **sustained reform**.

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Early learning is critical for a child. The first 2,000 days of a child's life are critical to how he will learn--socially, emotionally and cognitively for the rest of his life.[1] With this understanding, Pasadena Independent School District (PISD) is beginning to shift its instructional focus to providing intentional, intensive, and comprehensive support to students in the early grades. Pasadena ISD is focusing its attention on early learning (pre-K) programs across the district and increasing training and supplemental support for teachers at the preschool and elementary levels. The proposed *Early Intervention for Success* program, which includes implementation of the *Early Learning Intervention* model is part of the district's holistic response to addressing comprehensive improvement and reform, one school at a time.

Accelerated achievement: Vision and focus for school reform. In Fall, 2014, Pasadena ISD administration, staff, and community members spent several months creating a new 5-year strategic plan. Within the plan, there is a focus on "ensuring rigorous curriculum and meaningful experiences through innovative learning environments to meet the individual needs of each student." In response to that focus, the district committed to developing and implementing a strong, research-based, full-day, district-wide pre-K program over the next 5 years as a means to accelerate and improve Pasadena ISD student achievement across the spectrum of their educational experience.

System transformation: Sense of urgent need for change. Pasadena ISD has four schools identified as Focus schools and a host of schools that fall in the category of *Improvement Required*. Of the district's 35 elementary schools, Jessup Elementary is one of three identified in 2012 as a Focus school. Thus, the district began the journey of repairing the school culture, improving teacher morale, and quickly implementing strategies to address identified needs. After a comprehensive needs assessment, district administrators and the Jessup team identified three areas of concern requiring immediate resolution - school readiness; instructional deficiencies; and lack of parental/community engagement. While the district commitment to establishing full day pre-K programs over five years is strong, the Jessup team understands change, including expanding pre-K, is necessary now. Thus, the campus leadership team, along with district administrators developed and proposed the comprehensive *Early Intervention for Success* program for Jessup.

High expectations for results. Jessup will transform the campus systems in place to be flexible, rigorous, and effective through the proposed *Early Intervention for Success* program. The program will:
- Expand pre-K from four, half-day classes to **nine full-day classes**;
- Allow **operational flexibility** for purposes of grade level planning and staff professional development;
- Provide campus teachers, staff and administrators with **ongoing professional development** on evidenced-based interventions, such as Leveled Literacy Intervention, Balanced Literacy, Response to Intervention, and Guided Math;
- Improve teachers' instructional knowledge and skills through **modeling and peer coaching**;
- Strengthen the effectiveness of the leadership team through **administrative walkthroughs with feedback** on the campus and at other high-performing schools across the district and outside of the district; Address social emotional needs and behavior management through the **full implementation of Conscious Discipline, including parental engagement strategies**; and

[1]Community Center for Education Results (2012). The road map project: Birth to 3rd grade action plan. Berk Consulting. Retrieved August 3, 2015 from http://www.roadmapproject.org/collective-action/project-hub/birth-to-3rd-grade-work-group/

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- Build capacity for the campus to provide small group, targeted instruction and assistance to the students attending Jessup with additional support staff (teachers, aides, parent coordinator, intervention specialists, and peer facilitators).

The expectation for results is high as the interventions selected have shown success with populations similar to the students attending Jessup. Further, the majority of the interventions have been implemented on a small scale throughout the district with positive results. Through the *Early Intervention for Success* program, the expectation is Jessup will experience the same success.

Sustained reform: With the high expectation for success, the district believes the *Early Intervention for Success* program will produce lasting results and systemic change for the school that can be sustained and further replicated.

Existing capacity and resources. Pasadena ISD has the **organizational structures** to support the reform that will take place at the campus. Along with support from the Board of Trustees, the following services exist to assist and sustain the reforms at Jessup: The **superintendent** will guide his administrative team in assuring school-based implementation maintains the direction and focus of the district's strategic plan. He will also help problem-solve resource needs and assure that the Board of Trustees is informed of program progress and accomplishments. The campus will work with an **Associate Superintendent of Campus Development** and the **Deputy Superintendent of Curriculum and Instruction**. Both will assure that program implementation will stay and remain aligned to the district improvement plan and the district strategic plan and that it follows the needs assessment-based school improvement model and design. The district **Coordinator for AYP (Annual Yearly Progress)/TAIS (Texas Accountability Intervention System)** will provide focused assistance to the principal and grant coordinator to ensure student achievement is increasing. The **finance department** will provide a grant accountant to oversee fiscal stewardship of all grant funds. The accountant will assure grant funds are kept separate from other district funds, that all state and federal requirements are met, and that all financial reports are completed and submitted on time. The **payroll department** will be responsible for assuring the grant funded positions are paid according to the grant application description. The **department of technology** will support Jessup in assuring that technology is installed and working. The **Jessup principal** will work with the grant coordinator to ensure all grant activities are completed with fidelity and that the leadership team will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees that will support and guide school improvement implementation. While the grant-funded staff will be responsible for ensuring all components of the grant are implemented, the district-funded **grant compliance coordinator** will work with the grant implementation team to assure that the grant goals and objectives are met and that the grant is implemented with fidelity, meets all statutory requirements, follows district policies and procedures, and follows the grant budget. The district and campus will benefit from Texas Title I Priority Schools, Cycle 4 (TTIPS) funds by strengthening the supportive relationships as everyone works closely together to follow grant guidelines and improve student achievement at Jessup Elementary. However, Pasadena ISD will provide Jessup Elementary all of the non-Federal funds it would have received were it not a TTIPS grantee campus, and the TTIPS funds will supplement the amount of those non-Federal funds.

Communication structures. Proper communication with the staff, community, and campus and district administration will determine the effectiveness of the *Early Intervention for Success* program. The grant coordinator will maintain ongoing communication with all stakeholders. Grant implementation team meetings will take place every month to share the highlights of the program and develop remedies for identified issues. Additionally, during staff meetings held every other month, the grant coordinator will have the opportunity to share the progress of the program components with the staff. The staff also has a web-based system to track workshop attendance and complete annual evaluations and observations. Staff and administrators will communicate using this system during the evaluation period. With the many existing communication structures, the grant will increase the use of these structures to meet grant guidelines and streamline campus processes.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$494,535	$0	$0	$1,650,642	$0	$1,685,471	$0	$1,693,520	$0	$1,702,644	$0	$7,226,812
#8-Professional and Contracted Services	6200	$199,450	$50,000	$0	$149,450	$50,000	$149,450	$50,000	$149,450	$50,000	$149,450	$50,000	$1,047,250
#9-Supplies and Materials	6300	$254,200	$0	$0	$30,000	$0	$30,000	$0	$29,800	$0	$40,000	$0	$384,000
#10-Other Operating Costs	6400	$37,000	$0	$0	$37,000	$0	$37,000	$0	$37,000	$0	$14,000	$0	$162,000
#11-Capital Outlay	6600/ 15XX	$116,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$116,000
Consolidate Administrative Funds ☐ Yes ☒ No													
2.051% indirect costs (see note):		N/A	$22,442	N/A	N/A	$39,320	N/A	$40,034	N/A	$40,195	N/A	$40,120	$182,111
Grand total of budgeted costs (add all entries in each column):		$1,101,185	$72,442	$0	$1,867,092	$89,320	$1,901,921	$90,034	$1,909,770	$90,195	$1,906,094	$90,120	$9,118,173

Administrative Cost Calculation

Enter the total grant amount requested:	$9,061,173
Percentage limit on administrative costs established for the program (5%):	.05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$453,058

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:
- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teachers	7	0	$0	$0	$382,515	$393,990	$405,810	$417,984	$1,600,299
2 Educational aide	9	0	$0	$0	$189,307	$194,986	$200,836	$206,861	$791,990
3 Tutor	0	0	$0	$0	$0	$0	$0	$0	$0
Program Management and Administration									
4 Campus-based Grant Coordinator	1	0	$43,000	$0	$88,580	$91,237	$93,975	$96,794	$413,586
5 Secretary	1	0	$19,194	$0	$39,540	$40,726	$41,948	$43,206	$184,614
6 Intervention Specialists	2	0	$54,645	$0	$112,569	$115,946	$119,424	$123,007	$525,591
Auxiliary									
7 Title	0	0	$0	$0	$0	$0	$0	$0	$0
8 Title	0	0	$0	$0	$0	$0	$0	$0	$0
9 Title	0	0	$0	$0	$0	$0	$0	$0	$0
Other Employee Positions									
10 Social Worker	1	0	$39,361	$0	$81,084	$83,517	$86,022	$88,603	$378,587
11 Parent Coordinator	1	0	$35,853	$0	$36,929	$38,037	$39,178	$40,353	$190,350
12 Peer Facilitators	2	0	$54,645	$0	$112,569	$115,946	$119,424	$123,007	$525,591
13 Subtotal employee costs:			$246,698	$0	$1,043,093	$1,074,385	$1,106,617	$1,139,815	$4,610,609
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			$26,460	$0	$26,460	$26,460	$26,460	$26,460	$132,300
15 6119 Professional staff extra-duty pay			$150,000	$0	$350,000	$350,000	$325,000	$300,000	$1,475,000
16 6121 Support staff extra-duty pay			$0	$0	$0	$0	$0	$0	$0
17 6140 Employee benefits @ 11.3% plus $245.45/month for FTE			$71,377	$0	$231,089	$234,626	$235,443	$236,369	$1,008,904
18 61XX Tuition remission (IHEs only)			$0	$0	$0	$0	$0	$0	$0
19 Subtotal substitute, extra-duty, benefits costs			$247,837	$0	$607,549	$611,086	$586,903	$562,829	$2,616,204
20 Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$494,535	$0	$1,650,642	$1,685,471	$1,693,520	$1,702,644	$7,226,812

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0		$0	$0	$0	$0	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$0		$0	$0	$0	$0	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0		$0	$0	$0	$0	$0

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	*External evaluator* – For the overall program evaluation.	☐	$50,000	$0	$50,000	$50,000	$50,000	$50,000	$250,000
2	*Literacy best practices training* – The contractor will provide Jessup staff training using evidenced-based literacy resources.	☐	$20,000	$0	$20,000	$20,000	$20,000	$20,000	$100,000
3	*Social-emotional training* – Training in behavioral management techniques	☐	$23,450	$0	$23,450	$23,450	$23,450	$23,450	$117,250
4	*Mathematics best practices training* – The contractor will provide Jessup staff training using evidenced-based literacy resources	☐	$11,000	$0	$11,000	$11,000	$11,000	$11,000	$55,000
5	*Response to Intervention training* – p	☐	$100,000	$0	$50,000	$50,000	$50,000	$50,000	$300,000
6	*TEA professional service provider* – The PSP will guide Jessup staff through the implementation of school improvement methods.	☐	$11,000	$0	$11,000	$11,000	$11,000	$11,000	$55,000
7	*External tutoring provider* – Tutoring services at apartment complexes to provide extra assistance to students.	☐	$25,000	$0	$25,000	$25,000	$25,000	$25,000	$125,000
8	*Guided math training* – The contractor will present workshops on math strategies to reach struggling students.	☐	$9,000	$0	$9,000	$9,000	$9,000	$9,000	$45,000
b.	Subtotal of professional services, contracted services, or subgrants:		$249,450	$199,450	$199,450	$199,450	$199,450	$199,450	$1,047,250
a.	Subtotal of professional and contracted services requiring specific approval:		$249,450	$199,450	$199,450	$199,450	$199,450	$199,450	$1,047,250
b.	Subtotal of professional services, contracted services, or subgrants:		$0	$0	$0	$0	$0	$0	$0
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$0	$0	$0	$0	$0	$0	$0

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| (Sum of lines a, b, and c) Grand total | $249,450 | $199,450 | $199,450 | $199,450 | $199,450 | $1,047,250 |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101-917　　　　　　　Amendment number (for amendments only):

				Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
		Technology Hardware—Not Capitalized									
	#	Type	Purpose	Quantity	Unit Cost						
6399	1				$						
	2				$						
	3				$	$0	$0	$0	$0	$0	$0
	4				$						
	5				$						
6399		Technology software—Not capitalized				$0	$0	$0	$0	$0	$0
6399		Supplies and materials associated with advisory council or committee				$0	$0	$0	$0	$0	$0
		Subtotal supplies and materials requiring specific approval:				$0	$0	$0	$0	$0	$0
		Remaining 6300—Supplies and materials that do not require specific approval:				$254,200	$0	$30,000	$30,000	$29,800	$40,000	$384,000
		Grand total:				$254,200	$0	$30,000	$30,000	$29,800	$40,000	$384,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$	$	$	$	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$0	$0	$0	$0	$0	$0	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$37,000	$0	$37,000	$37,000	$37,000	$14,000	$162,000
	Grand total:	$37,000	$0	$37,000	$37,000	$37,000	$14,000	$162,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 101-917 | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	$	$	$	$	$	$	$
66XX/15XX—Technology hardware, capitalized										
2	Pre-K Computer Workstations (5 computers per classroom X 9 classrooms)	45	$1,000	$45,000	$0	$0	$0	$0	$0	$45,000
3	Computers for additional staff listed under 6100	15	$1,000	$15,000	$0	$0	$0	$0	$0	$15,000
4			$	$	$	$	$	$	$	$
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
66XX/15XX—Technology software, capitalized										
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
66XX/15XX—Equipment, furniture, or vehicles										
14	Furniture for 7 new pre-K classrooms	7	$8,000	$56,000	$0	$0	$0	$0	$0	$56,000
15			$	$	$	$	$	$	$	$
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			$	$	$	$	$	$	$	$
			Grand total:	$116,000	$0	$0	$0	$0	$0	$116,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 101-917		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	866		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	166	19.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	672	77.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	14	1.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	11	1.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	795	91.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	411	47.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	73	8.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	408		District data system-GradeSpeed Discipline Entries for 2014-15
Disciplinary placements in In-School Suspension	195		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	9		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	6		2014-2015 PEIMS report #425; code #C164
Attendance rate		96.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA*	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA*	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	DNA*	DNA*	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	159	68%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA*	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA*	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA*		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA*		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA*	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

*DNA – Data Not Available

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 2: Student Demographics- Comments
Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mobility rate for students at Jessup is considered high at 24%, compared to the district rate of 16% and state rate of 17%. A student is considered mobile if he/she has been in membership at a school for less than 83% of the school year, i.e., has missed six or more weeks at a particular school. There are five apartment complexes in the area where the majority of students attending Jessup live. These apartments typically provide the lowest rent in the area and are within walking distance from the school. Since most Jessup families do not own cars and must rely on public transportation, proximity to essential services including education, health, and groceries is critically important to these families. Unfortunately, families in this area move frequently due to changing rent specials, which allow them the opportunity to save money, but at the expense of uprooting their families and often disrupting educational progress. This adds an additional layer of difficulty to the process of educating many Jessup students.

In response to the many challenges that students face, Jessup teachers and staff begin addressing student needs immediately upon enrollment. Once a student is enrolled, he/she is tested using a universal assessment to quickly identify potential learning difficulties and both academic and socio-emotional deficits that need to be addressed. If learning challenges are identified, interventions are assigned immediately to meet their educational and social-emotional needs. However, the academic and other progress students make at Jessup is often negated, as they are forced to withdraw from the school within two months to follow their families' desperate month-to-month pursuit of the best rent specials across the region.

Additionally, Jessup students have many challenges when they arrive home including an environment that has many potential hazards. In 2014, the area surrounding Jessup, including the apartment complexes where most Jessup students reside, had 1,295 thefts, 345 burglaries, 13 rapes, and 3 murders. Further, 91.8% of Jessup students qualify for the free and reduced lunch program due to their families' low annual incomes. The majority of Jessup parents work multiple jobs to make ends meet, leaving older siblings to care for their younger brothers and sisters – home, alone, taking away from focused time for homework or other academic and extracurricular pursuits.

The proposed *Early Intervention for Success* program is designed to allow students to thrive in their environment at Jessup and acquire skills that will have a long-lasting impact on their academic and socio-emotional success.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 101-917		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	74.7		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	51.8	69.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	6	8.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3	4.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	13.8	18.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	11.7	22.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	25.9	50.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	12.2	23.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	2	3.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1	1.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	15.9	30.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	15.7	30.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	13.2	25.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	6	11.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	47,600		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	49,152		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	51,053		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	53,962		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with Over 20 Years	62,516		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	18	20.2%	District data systems – Lawson, Human Resources, employee files
Staff with Bachelor's degree as highest level attained	54	60.7%	District data systems – Lawson, Human Resources, employee files
Staff with Master's degree as highest level attained	17	19.1%	District data systems – Lawson, Human Resources, employee files
Staff with Doctoral degree as highest level attained	0	0%	District data systems – Lawson, Human Resources, employee files

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Jessup Elementary School staff have struggled for the past few years to effectively help some of their students with severe learning deficiencies. Through walkthroughs and observations, district instructional specialists have identified gaps in many teachers' knowledge and skills needed to deliver effective instruction, especially in the types of strategies needed to impact struggling learners. They have found many teachers are not comfortable with the subject matter they are required to teach. Often, teachers rush through lessons over subjects where their knowledge is not strong. This prevents students from having the opportunity to grasp some concepts. Those subjects in which teachers' strengths lie tend to be the focal point of most of their instruction, sometimes to the exclusion of other important topics. In spite of this fact, Jessup teachers are fully committed to acquiring the skills necessary to help their students and have requested training on strategies to increase student achievement, especially for their struggling learners. Unfortunatley, there is insufficient local funding available for intense training in this area. Yet, the Jessup teachers recognize the need for improvement and are ready to take the steps towards advancement of their knowledge and skills so that they can make positive impacts on the students they teach.

Many Jessup teachers also need training to better understand their role in meeting more of the needs of their students. Some teachers are unaware of the connection between students' basic needs (i.e., hunger, shelter, safety) and successful learning outcomes, and some do not fully understand their roles in providing a safe environment and a positive school climate and culture for their students. The new principal is making the effort to create a friendly environment with engaging instructional practices that reach out and draw in students who are exposed to and only know life that lacks in education and opportunity. In-depth training on providing a structured, disciplined environment for students with high needs is necessary at Jessup and will be an integral part of the *Early Intervention for Success* program.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
180	175	164	169	146	148	0	0	0	0	0	0	0	0	982

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
9	8	9	9	8	8	0	0	0	0	0	0	0	0	51

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In January of 2015, Jessup Elementary conducted a comprehensive needs assessment and data analysis to further their ongoing approach to comprehensive school improvement. A **campus planning team was convened**, including: the campus principal; two assistant principals; the school counselor/parent coordinator; intervention chair/teacher; instructional specialists for PK-6 bilingual math and PK-1 English/language arts; peer facilitators; a 4th grade teacher; a 3rd grade teacher; a 2nd grade teacher; a 1st grade bilingual teacher; a kindergarten bilingual teacher; a pre-kindergarten teacher; the associate superintendent for campus development; and the district AYP/SES coordinator. **The team met formally in January, March, and May of 2015** and worked collaboratively through email and other means throughout the second half of the school year and summer. A clear and specific purpose for the team's efforts was established and **key activities/strategies to facilitate decision making were determined, including**: comprehensive analysis of demographic data, student achievement data from multiple sources of assessment, school culture and climate data, staff quality and retention data, curriculum, instruction, and assessment data, family and community involvement data, school context and organizational data, and technology data; conducting a root cause analysis for identified problems; prioritizing school improvement needs; selecting a comprehensive model for school improvement; and determining the best and most impactful interventions to implement in response to the identified problems and causes. The team's activities led to the development of four specific problem statements: **1)** A large number of Jessup students enter kindergarten unprepared for both the academic and social aspects of school. Fewer than half the students who enter kindergarten at Jessup have attended a pre-K program, and for the large majority of those who have attended pre-K, it has been only a half-day program. Unfortunately, by the time some children reach kindergarten, they are already far behind their peers in skills and measures of school readiness. **2)** A high percentage of Jessup students are reading below grade level and struggle with mastery of basic and intermediate writing and reading comprehension skills; **3)** A high percentage of Jessup students are struggling with mastery of basic and intermediate numeracy skills. These factors are especially evident in assessment results shown in table below:

Students Reading Below Grade Level – 2014-15 End-of-Year Writing and Reading Assessment Profile (WRAP)	K	1st	2nd	3rd & 4th grades (combined)		
	59%	37%	43%	67%		
Students Scoring at the Phase-in Satisfactory Standard or Above – State of Texas Assessment of Academic Readiness (STAAR)				'13	'14	'15
Reading	--	--	--	60%	76%	68%
Writing	--	--	--	60%	73%	54%
Math	--	--	--	53%	66%	DNA*

4) Jessup's bilingual students (48% of total school population; approximately 45% of students at each grade level) are not making satisfactory progress to exit the bilingual program by the end of the 4th grade. Over the past three years, less than 5% of the school's bilingual student population has successfully exited the program by the end of the 4th grade. In 2015, **no** students met program exit standards. **Model selected:** Throughout the needs assessment process, three main areas of root cause emerged: *School Readiness; Instructional Deficiencies; and Lack of Parental/Community Engagement.* The *Early Learning Intervention Model* was selected as the best method for lasting improvement in all three of these root cause areas. **Interventions to be implemented:** Expansion/enhancement of a full-day pre-K program; Balanced literacy instruction; Guided Math; Utilizing Response to Intervention (RTI), a multi-tiered approach, for early identification and support of students with learning and behavior needs.; Providing just-in-time intervention and enrichment opportunities for struggling students; Full implementation of Conscious Discipline; Addition of campus-level staff, including a bilingual peer facilitator to conduct small group targeted assistance, social worker, instructional intervention specialists, parent coordinator, and tutors; and Comprehensive professional development for campus teachers, staff, and administrators.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☒ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Following Jessup's needs assessment, data analysis, thorough review of research/best practices in the field, evaluation of stakeholder input, and visits/observations of schools that have implemented successful school improvement models, the **Early Learning Intervention** (ELI) model was selected as the best way to meet Jessup's unique needs, and the *Early Intervention for Success* program was first conceptualized. The ELI model provides the theoretical foundations needed to support the implementation of evidence-based interventions that address Jessup's identified problem statements and root cause areas. *School readiness* will be tackled through the expansion and enhancement of Jessup's existing pre-K program from four, half-day classes to nine full-day classes, allowing for more than twice as many students to attend pre-K and doubling the number of instructional hours at that level. According to a growing body of research, quality pre-K programs have emerged as an important strategy to promote school readiness and close achievement gaps. Such gaps tend to be much more difficult and costly to close as children advance through elementary school and beyond. Achievement gaps that are evident in persistently low-performing schools, in many instances, manifest prior to children entering kindergarten. According to studies conducted by the National Institute for Early Education Research and others, "high-quality early learning programs have proven to demonstrate positive effects on closing academic gaps both for individual children and in the aggregate for the school. Further, research indicates that the impact of high-quality pre-kindergarten (PK) on children's development is sustained when children experience a high-quality, aligned early elementary experience" (National Institute for Early Education Research. December, 2013). Jessup will also reduce *instructional deficiencies* through the implementation of the ELI model which will include additional/enhanced evidence-based initiatives including Leveled Literacy Intervention (LLI), Guided Math, Conscious Discipline, and Response to Intervention (RTI). Further, comprehensive professional development for teachers, staff, and administrators and the addition of planning time for teachers across grade levels will also support Jessup's plan to overcome identified deficiencies. This model provides the crucial framework for intentional alignment of early literacy and numeracy interventions with curriculum and instruction across all grade levels. *Parental/community engagement* will also be enhanced through this model through the addition of a parent coordinator for the campus, development of partnerships with apartment complexes and service providers, the implementation of Conscious Discipline, RTI, and other evidence-based strategies that include strong parental/community involvement.

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

    <u>Actions taken to solicit input from stakeholders:</u> Jessup families and community members were engaged in the needs assessment and planning process through formal and informal meetings with the principal and other school staff. Additionally, a parent survey was both mailed to families and made available online. Following the first two campus planning team meetings, Principal Ryan Pavone conducted a "meet the principal" event in order to solicit specific feedback from parents and community members about the data, root cause analysis process, and school improvement intervention model being considered. Although all parents and several community representatives were invited and encouraged to attend and/or to meet with the principal at other times, only a handful of Jessup parents and other community members attended the scheduled event. Of those who were there, including representatives from Life Church, a neighborhood church, and Cabo San Lucas Apartments, one of the five apartment complexes in the area, three major concerns were made apparent: **1)** the need for all day pre-K and assistance in preparing students for school prior to kindergarten; **2)** reading and math deficiencies, especially for older elementary students, exist in high percentages and need attention; and **3)** the slow progress bilingual students seem to make from their predominantly Spanish-speaking environments to successful integration into an English-speaking world. Principal Pavone shared findings from the campus planning team's needs assessment and data analysis and solicited input regarding the team's recommendation to pursue implementation of the *Early Learning Intervention* model. The qualitative data collected from parents and community members who attended this event indicated strong support for the model as well as the specific components of Jessup's *Early Intervention for Success* program as a whole, including full-day pre-K and more comprehensive and holistic strategies for addressing academic and social issues beginning early in a student's educational career. In addition to the face-to-face meeting conducted by the principal, a parent engagement and needs survey was administered in the spring of 2015 in order to solicit feedback about ways the district could better meet the needs of both its students and their families. Approximately 190 Jessup parents completed the survey which included questions about how well the school provides guidance for families, whether or not the school places a strong enough emphasis on appropriate instruction and intervention to ensure mastery of grade level skills, and whether or not the school provides appropriate and adequate enrichment opportunities. Additional survey questions took into consideration assistance parents feel they need in order to better help their students succeed in school and the specific resources parents need to prepare their students for school, both academically and socially. In general, results of the survey indicated strong support for interventions associated with the *Early Intervention for Success* program.

    <u>How input was considered in selecting the model:</u> Although parent and community input was somewhat limited, Jessup's administration and staff are committed to making improvements and seriously considered the input they received. All survey responses, as well as notes from parent/community meetings were presented to the planning team and discussed as school improvement plans were refined. Many of the interventions planned for addressing parental/community engagement issues were direct results of the feedback received from parents and community members. Additionally, the strong support indicated by parents for full day pre-k and other early learning interventions were key in helping the team determine plans.

    <u>Continued and meaningful engagement of families and the community:</u> Parents and community members will be actively engaged throughout the implementation of Jessup's *Early Intervention for Success* program. Through formal and informal meetings and discussions, campus volunteer opportunities and educational workshops, completion of surveys, and participation in focus groups, parents and community members will be asked for feedback regarding program implementation. Planned engagement activities include: A campus-based parent volunteer program; Monthly coffee/donut sessions with Principal Pavone; Themed, activity-based curriculum nights; Nutrition, health, and other educational classes, workshops, fairs, and seminars; Expansion of partnerships with apartment complexes and service providers in the region to bring more services/resources directly to parents/students at the apartments; and involvement in Charlas, a partnership with Houston A+ Challenge to present a series of "chats" with parents designed to provide tools to help parents plan for and assist their children with educational pursuits.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	**District Coordinator of School Improvement (DCSI)** (required)	Ensure the *Early Intervention for Success* program components align with the district strategic plan, will work with TEA as a decision-making representative of the district, and regularly monitor the progress of the program, as needed.	Master's degree; Mid Management Certificate; Certified in Professional Development Appraisal System; Three years of experience as a classroom teacher; 3 years of campus leadership at a TEA Exemplary or Recognized campus preferred.
2.	**Grant Coordinator**	Provide campus-based management and oversight of all grant activities.	Bachelor's degree; 3 years of experience as a classroom teacher; 3 years as a campus leader.
3.	**Parent Coordinator**	Plan and implement counseling services for parents using a process that addresses the identified needs and priorities of the population.	High School diploma; Experience coordinating parent and community engagement; fluent Bilingual (Verbal & Written); Ability to work with parents, students, teachers, and other staff.
4.	**Principal**	Direct and manage the instructional program and supervise the operations at the campus level, working closely with the Grant Coordinator to ensure the fidelity of implementation of all components of the *Early Intervention for Success* program.	Master's degree in Educational Administration; Mid-Management Certificate; Certificate in Professional Development Appraisal System; 3 years experience as a classroom teacher; at least 2 years experience as instructional leader.
5.	**Secretary**	Support the Grant Coordinator with administrative duties such as setting up professional development, office tasks, and ordering resources for the program.	High School Diploma or GED; Proficiency in general office/secretarial skills to include excellent computer skills; Three or more years of advanced secretarial experience.
6.	**Social Worker**	Assist families to identify services to improve home lives (i.e., parenting classes, assistance with basic needs). Serve as a liaison between school and parents with implementation of Conscious Discipline and other parental engagement efforts.	Master's degree in Social Work from an accredited college or university; Valid Texas license as a master social worker; Experience in social work (2 years).
7.	**Peer Facilitators** (2 positions)	Lead student small groups and coach teachers on instructional strategies and methods using observation and reflection.	Bachelor's degree; must meet TEA certification and/or endorsement requirements; Ability to establish good relationships with parents and other staff members. Bilingual preferred.
8.	**Teachers** 6 pre-K and 1 pre-K SpEd	Provide high-quality instruction to prepare students for Kindergarten.	Bachelor's degree from accredited university; Valid Texas teaching certificate with required endorsements for subject and level assigned.
9.	**Teacher Aides** 6 pre-K, 3 pre-K SpEd	Provide instructional support in the pre-K classes and special education pre-K classes allowing teachers time to focus on struggling students.	High school diploma/GED; One year of student teaching or approved internship; Knowledge of curriculum/instruction in area assigned; Ability to instruct students and manage classroom behavior.
10.	**Intervention Specialists**	Provide small group support for K-2 classes using Leveled Literacy Intervention resources during Planned, Intervention and Enrichment time.	Bachelor's degree; must meet TEA certification and/or endorsement requirements; Ability to establish good relationships with parents and other staff members. Bilingual preferred.

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Schedule #14—Management Plan (cont.)			
County-district number or vendor ID: 101-917			Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Conscious Discipline (Social Emotional Training)	The contractor will provide Conscious Discipline (CD) staff trainings during the school year and summer – CD is a whole-school solution for social-emotional learning, discipline, and self-regulation.	Employs evidenced-based methods with significant gains in social-emotional development. Further, the provider will provide documented success working with schools with similar student demographics as Jessup.
2.	Literacy Intervention Strategies	Multiple contractors will guide teachers on effectively using the Leveled Literacy Intervention (LLI) and Soluciones resources to increase reading skills for both English and Spanish-speaking students.	Employs evidenced-based strategies that have increased literacy among struggling students and English Language Learners. Further, the provider will provide documented success working with schools with similar student demographics as Jessup.
3.	Guided Math (Math Intervention Strategies)	The contractor will provide training, coaching, and modeling for PK-4th grade teachers utilizing the Guided Math model - instructional strategies that are standards-based, rigorous, and engaging and that support each child's development of mathematical proficiency, within the context of small groups.	Employs evidenced-based methods that have shown significant gains in math performance. Further, the provider will provide documented success working with a similar student demographic to Jessup.
4.	Harris County Department of Education	This contractor will model strong math instruction and help teachers with techniques proven successful with struggling learners.	Master teachers and administrators with a strong instructional skills; Master's degree in content area of workshops. Eight years or more experience in elementary classroom and three years experience in a campus leadership position.
5.	Region IV Educational Service Center	This contractor will work with campus Peer Facilitators to develop strong coaching strategies and assist with lesson development and modeling to assist PF's as they work with math teachers to improve instruction.	Master teachers and administrators with a strong instructional skills; Master's degree in content area of workshops. Eight years or more experience in elementary classroom and three years experience in a campus leadership position.
6.	External Tutoring Provider	The contractor will tutor individual students on evenings and Saturdays, including at apartment complexes and other convenient locations for students, to improve academic performance in challenging content areas and work to eliminate past academic deficiencies.	Bachelor's degree in education; Master's preferred; All tutors will be thoroughly screened and are constantly evaluated for effectiveness.
7.	External Evaluator	The external evaluator will provide formative and summative monitoring of the effectiveness of the *Early Intervention for Success* program activities, create protocols for collecting data, and identify problems with implementation.	Experience evaluating programs with numerous activities and the ability to analyze and share useful data to the grant implementation team.
8.	Response to Intervention (RTI) Expert	The RTI expert will provide training to the Jessup staff on the multi-tiered approach for providing support to students with learning and behavioral challenges.	Experience implementing RTI strategies and yielding positive results in schools with similar student demographics as Jessup.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena ISD is highly committed to the success of the *Early Intervention for Success* program. The district will form a grant implementation team which will meet monthly to assess the effectiveness of the program initiatives and identify areas were modifications are needed. The team will consist of the:

- Principal;
- Asst. Principals;
- Jessup grade-level team leads, grades PK-4;
- Campus Grant Coordinator;
- District Coordinator of School Improvement;
- Associate Superintendent for Campus Development;
- Intervention Specialists;
- Instructional Specialist Math K-4;
- Instructional Specialist English/Language Arts K-4; and the
- District AYP/SES Coordinator.

Program participant commitment: Pasadena ISD's grant management process will be campus-based and the day-to day grant implementation will be managed by a campus-based grant coordinator. This structure will establish and maintain program participants' committment to the goals of the *Early Intervention for Success* program. The coordinator will keep his/her "finger on the pulse" of all project activities and participants, working with the principal to make necessary modifications when issues arise. The implementation team will regularly review program data to ensure morale is high and the participants are focused on implementing high-quality instruction to all students each year. The team will look at data from quarterly surveys, focus groups, and grade-level meeting minutes and immediately work with the principal and grant coordinator to respond to areas where modifications are needed. Further, Jessup Elementary will invest in every teacher through the high-quality, research-based professional development opportunites throughout the year. Substitute teachers will be available to allow the teachers to increase their instructional knowledge through the workshops during the school day. As an acknowledgement of their efforts to acquire and implement instructional methods which ultimately improve student performance, teachers will have the opporutnitiy to participate in an incentive program specifically designed for Jessup, providing financial awards to acknowledge and reward improved performance.

The principal will supervise the grant coordinator who will monitor and manage the *Early Intervention for Success* program activities. The District Coordinator of School Improvement will support the principal and grant coordinator by assuring that district resources are available and that program implementation is aligned with the district's strategic plan. Collectively, these activities will assure the participants are committed to the success of the program.

Succession management strategies: Maintaining the continuity of program implementation is vital to the success of the *Early Intervention for Success* program. Changes in key program personnel may occur over the five-year grant period. Thus, PISD will train all staff on the key interventions which include Response to Intervention (RTI), the Balanced Literacy approach, Leveled Literacy Intervention (LLI), Conscious Discipline, lesson modeling, review, and feedback strategies, and Guided Math. The training will occur every year with teachers receiving training two years in a row and new teachers added into trainings when they join the Jessup staff. Trainings will mostly take place during the summer and afterschool with some workshops offered during the school year. Additionally, some teachers will receive training to become a trainer in the different interventions allowing Jessup to build the capacity of staff knowledgeable about research-based, results-yielding instructional methods. If a change in key project personnel occurs, Jessup will have the staff on hand to conduct training for new staff members on the best practices used in the classrooms across the campus. This will keep the instructional delivery and methods consistent with no interruption in the fidelity of implementation practices and strategies.

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena Independent School District's (PISD) will assure that Jessup has a Grant Coordinator whose sole responsibility is to support the campus' school improvement efforts. The structure that PISD will build to support the campus-based intervention will be sustained after the grant period ends.

Increase capacity/Change campus culture: PISD's goal is to assure school improvement activities are implemented with fidelity. PISD will build the capacity and change the culture of the campus by:
- Hiring a TEA Professional Service Provider to guide the implementation of school improvement activities;
- Hiring additional support staff (parent coordinator, two peer facilitators, two intervention specialists, one social worker);
- Hiring six additional pre-K teachers, including one for the special education class, to expand to full-day pre-K;
- Training all staff on program requirements and school improvement activities;
- Training key staff on interventions through a "Train the Trainer" model;
- Creating a management process that is guided by roles and responsibilities;
- Assigning a district-paid grant compliance coordinator who will: assure the grant funds are used responsibly according to the grant description and federal and state requirements and that the program is implemented with fidelity; provide grant implementation training; and support and assist the grant coordinator with grant progress reports.
- Recruiting and hiring a qualified campus-based grant coordinator that will handle the day-to-day operational responsibilities and coordination of school improvement activities;
- Using a grant implementation team, establishing a system of checks and balances to assure all aspects of the school improvement program are implemented, operational, and effective. Establishing a system for modifying program components if desired outcomes are not occurring; and
- Campus and district leadership attending and participating in consultant-led Response to Intervention (RTI) and other grant-related training, grant orientation meetings, technical assistance meetings, and other periodic meetings of campus grant staff, teachers, and administrators.

Continued funding and support for sustaining the Early Intervention Model: Activities implemented under the *Early Intervention for Success* program at Jessup will continue beyond the grant funding period because they will become a part of the school's new culture and infrastructure of processes and procedures. It is expected that minimally, the following activities will occur during the grant period and will continue beyond the grant year, without additional funding:
- A coaching process to develop instructional leadership skills;
- A coaching process and professional development opportunities to develop classroom instructional skills and abilities;
- Data driven instruction;
- Instructional resources that are matched to the depth of instruction needed to respond to the TEKS-Student Expectations;
- Engagement of parents and community members, and
- Processes and procedures for standardized assessments for reading and math.

Activities that will require continued funding will include:
- 15 positions hired under this grant program, and
- Additional student educational opportunities, such as tutorial and after-school enrichment initiatives.

The program components needing continued funding beyond the grant year are activities and positions that are aligned to the district's long-range strategic plan. Thus, it is expected that if the program components have resulted in significant improvement, the district will continue them.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to establish challenging, attainable performance measures for the *Early Intervention for Success* program, Jessup's team identified the critical areas needing improvement and began the process of setting realistic goals for student achievement, in multiple areas, over time. More specific processes will be defined during year one of the project as Jessup works with the grant implementation team, a Professional Service Provider (PSP), and an external evaluator to finalize performance measures. The initial process involved working collaboratively with campus and administrative staff to: identify discrepancies between current and desired outcomes; set and prioritize goals to help close achievement gaps; and develop improvement and monitoring strategies aimed at accomplishing the established goals. Performance Measures in the following areas are being considered, along with other, required measures:

- Improvement in school readiness (Indicators, levels TBD)
- Increase in number of students reading on grade level by 3rd grade (WRAP Assessment, Running Records, Texas School Ready! (TSR) CIRCLE assessments, and I-Station reports, and/or other measures TBD)
- Increase in student mastery (level TBD) of targeted math skills – computation, fact fluency, solving of word problems (TSR CIRCLE assessments, Curriculum-based Assessments-CBAs and/or other measures TBD)
- Improvement in student achievement on STAAR – reading, writing, and math (Indicators TBD)
- Decrease in achievement gaps between subgroups on STAAR – reading, writing, and math (Indicators TBD)
- Fewer office referrals (Measures TBD)
- Improved attendance rates (Measures TBD)
- Improvement on Conscious Discipline Rubric Measures and Benchmark of Quality Assessment (Indicators TBD)
- Increased parental/community engagement/involvement with school activities (Indicators/Measures TBD)

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for collecting data at a detailed level will be developed and refined during the first year of grant implementation. The grant implementation team will work with a PSP and an external evaluator to determine the best data collection methods for effective evaluation of each intervention and to collect the data needed. Data collection processes for both instructional and behavioral interventions will be based on multiple success indicators. Qualitative and quantitative process performance measures will be documented on an ongoing basis through: meeting minutes, checklists, sign-in sheets, observation notes, focus group data, and surveys. Qualitative and quantitative outcome performance measures will be evaluated based on student learning and behavioral outcomes, student improvement rates over time, and movement of students between levels of instruction/intervention. Some data collection methods will include: pre-post comparisons of student achievement; trend analysis of student assessments and campus/district summative assessment reports; and interviews and/or focus groups and surveys. One example of the planned interventions, along with the expected detailed-level data is provided below; however, the processes and some data sets may change as the implementation team and external evaluator work together to further refine evaluation processes:

Leveled Literacy Intervention (LLI) will be implemented in grades K-2 to provide at-risk students with targeted, small-group instruction. Data sets at a detailed level that are expected to be collected/analyzed include: number and grade level of students identified as at-risk in reading; demographic characteristics of identified students; number of identified students who participate in LLI; actual number of LLI instructional hours received; results of monthly I-station reports; and results of Writing and Reading Assessment Profile (WRAP) over time. Data sets for LLI participants will be compared to other students' results in a randomized controlled trial utilizing a mixed-methods design, including both quantitative and qualitative data. Jessup LLI participants' data will be analyzed over time to gauge movement between needed instructional levels and to measure progress towards reaching established benchmarks/milestones. Jessup's LLI participants' attendance, actual hours of LLI participation, teacher and intervention specialist characteristics (experience, training, observational notes, etc.) will also be compared within the LLI treatment groups to measure various contributing factors to success/effectiveness. Similarly detailed data sets will be collected for each major intervention being planned.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
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Until the final evaluation plan is established in coordination with the grant implementation team (GIT) and external evaluation team, the specific processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing (formative) basis are subject to change. Formative assessment of planned interventions will focus on monitoring both the processes of implementation and the outcomes of each intervention to ensure that they are being executed with fidelity and according to established timelines. Overall, the GIT will be responsible for defining and refining research questions and assessing the effectiveness of individual program activities and interventions. Subgroups of that team will be responsible for various areas within their individual scope of responsibility or expertise. The GIT, in coordination with the external evaluation team, will create a map of the stages of data collection and analysis for ongoing assessment within each key intervention. The GIT will be responsible for assigning responsibilities and timelines to each stage of collection and analysis and will work collaboratively to develop formative assessment protocols for each key intervention. Formative evaluation maps will include the types of formative data to be collected, the time periods at which that data should be collected and analyzed, and who will be responsible for data collection. In addition to collecting the data, the responsibilities of the staff assigned to the ongoing assessment process will include: facilitating discussions of the data collected and the external evaluation team's analysis of that data; identifying potential problems with program delivery; and facilitating the process for addressing identified problems, including determining with whom the data should be shared, how it should be shared, and what changes, if any, should be made to project delivery. When problems are identified, the GIT, along with the external evaluation team, will provide guidance in addressing the problems. Meetings with the appropriate staff will be held and action plans will be developed to determine the most effective corrections/changes to be made. An example of a formative assessment plan for one of the key interventions is provided in the table below. Similar assessment charts/maps will be developed for each key intervention.

Critical Success Factor (CSF)	Intervention To Be Implemented	Impact/s To Be Measured	Types of Formative Data	When Data Will Be Collected	Persons Responsible for Data Collection
Academic Performance/Improve the Instructional Program	Leveled Literacy Intervention (LLI)	Effect of LLI instruction on struggling readers	Pre/Post comparisons of student achievement on universal literacy assessments	Beginning of school year (Sept); Middle of school year (Jan); and End of school year (May)	Classroom teachers, Intervention Specialists, External Evaluation team
		Fidelity of Implementation	Data from independent observations utilizing observational tool for assessing teachers' LLI instructional practices; Data from teacher surveys and focus groups to obtain feedback from teachers and observers	Observational data will be collected once each nine weeks

Teacher survey data will be collected three times a year (Sept, Jan, May)

Teacher focus group data will be collected twice a year (Nov, May) | Campus administrators, Peer facilitators, External evaluation team

External evaluation team

External evaluation team |

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

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Pasadena Independent School District (PISD) selected external providers who use effective techniques and methods to improve academic achievement and address the critical needs of the students attending Jessup Elementary School. Further, the external providers have corresponding research to support the success of their methods and have experience working with student populations similar to Jessup Elementary.

Pool of prospective external providers – Jessup Elementary staff members worked with district staff to identify external providers for each area of focus – reading, math, and social-emotional/behavior management. Pasadena ISD released a scope of work to the external providers and the public to accept proposals for providing the services and to receive a pool of prospective providers. Based on a review of their proposals, which include their methods and the success rates of the intervention proposed, the external providers most qualified and able to address the issues of concern were selected.

Prior success and level of experience – Previous success was important to the Jessup grant implementation team when selecting an external provider with the knowledge, experience, and success in implementing interventions for schools with a similar student demographic as Jessup. With the help of the District Coordinator of School Improvement and the curriculum and instruction department, team members contacted school districts with prior experience using the specific provider to obtain their feedback on the resources, training, and support. As the feedback was collected, findings were shared with the team for consideration. Additionally, some of the external providers participated in a small, one-school pilot of their services at other campuses within the district. The outcomes from the pilot and the feedback from other school districts using the external provider were weighed heavily when selecting the appropriate external providers to train Jessup staff.

Risk-assessment related to contracting – The principal and grant coordinator screened external provider proposals for services proposed and cost of services. External providers, whose proposals were responsive to the scope of work, were interviewed by the campus principal and the Jessup implementation team. The team used the following questions to guide their decision on the risks associated with contracting with a selected provider:
- What is the scope of the contracted service?
- What are the potential risks associated with the contracted service?
- What is the likelihood that the risk will happen?
- What is the severity of the identified risk?
- What opportunities will be missed if the service is not done?

If answers to the questions resulted in a response that triggered concern, the team discussed the issues surrounding the question and considered the "pros and cons" of moving forward with the contractor in spite of identified risks or made a decision to search for a provider with fewer risks.

Final selection and procurement – Once the grant Notice of Award is received, Jessup will follow the district guidelines regarding purchasing and procurement to secure a final contract between the district and the external providers identified during the planning process by the grant implementation team. The grant coordinator will work with the principal and the Purchasing Department to follow the district policy regarding contracts and follow the contract process, which includes a review of all contracts by the general counsel and the approval of the board of trustees.

As Jessup identifies other experts in the various areas of need targeted by the *Early Intervention for Success* program, the grant coordinator will follow the same rigorous review process to identify additional providers, as necessary.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For professional development of the staff at Jessup Elementary, several external providers will conduct workshops at the school and the district's professional development center. In addition to the professional development trainers, Jessup will also contract with a TEA Professional Service Provider (PSP) to guide the school through the implementation process of the grant and an external evaluator to conduct the overall evaluation of the grant activites and participants.

Pasadena ISD will establish the following protocol to provide ongoing oversight and ensure quality and success of each provider through the duration of the program.

Personnel responsible for regular review: The grant coordinator will conduct monthly reviews of the professional development delivered by each external provider. For providers presenting less frequently, the review will occur 30 days after the workshop or coaching session. Monthly, the grant coordinator will conference with the PSP and the external evaluator to assess the provider's performance, receive comments regarding program implementation, and offer feedback for improvement or success.

Process/instruments used: Data on external provider performance will include surveys from workshops and observations by the grant coordinator. Members of the implementation team will have the opportunity to attend workshops to view the provider's presentation. The grant coordinator will collect classroom student performance data related to interventions modeled by the providers. Additionally, the grant coordinator will conference with all external providers at least every two months.

Corrective actions or supports: The grant coordinator will review the documentation monthly for any red flags. When issues arise, the grant coordinator will address the areas needing improvement with the external provider in a meeting. The grant coordinator will provide suggestions for improvement and establish benchmarks for improvement. A reasonable timeframe for the provider to achieve the benchmarks established will be set by the grant coordinator and external provider.

Removal/replacement: After meeting with the external provider, the grant coordinator will observe the provider for improvement. If the provider does not show improvement through meeting the set benchmarks, the grant coordinator will present the documentation to the implementation team for review with a recommendation of terminating the contract. The team will discuss the issues and consider terminating the contract. After reviewing the documentation, the team will decide if the provider's contract will be terminated.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Hire key staff members (Campus-based grant coordinator, teachers, teacher aides, intervention specialists, parent coordinator, social worker, peer facilitators, and a grant secretary).
2.	Provide information sessions for staff, parents, and community members to explain the TTIPS grant requirements, the *Early Learning Intervention* model, Jessup's *Early Intervention for Success* program, the proposed implementation schedule, and all proposed activities, program goals, objectives, and anticipated outcomes.
3.	Purchase supplies and materials needed to facilitate readiness for full implementation of all strategies the first day of school in August, 2016.
4.	Develop and negotiate contracts with external providers to conduct pre-implementation and year 1 professional development workshops; finalize schedules for workshop implementation.
5.	Initiate contract with TEA Professional Service Provider (PSP) to assist the campus team with grant implementation.
6.	Initiate contract with external evaluator to finalize evaluation processes.
7.	Work with PSP and external evaluator to establish "rigorous, attainable, and aligned" performance targets for ongoing and summative project evaluation.
8.	Establish goals and dollar amounts for the teacher incentive plan.
9.	Provide staff with initial training in the areas of effective instructional techniques through Conscious Discipline, Guided Math, Balanced Literacy, Leveled Literacy Intervention/Soluciones and Response to Intervention (RTI), including attendance at the national RTI conference.
10.	The district pre-K specialist will prepare training schedule for the pre-K cohort that will start August, 2016.
11.	The campus administration team will conduct two walkthroughs each nine weeks for all Jessup teachers during the Spring semester to identify struggling teachers requiring coaching.
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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the past two years, Jessup Elementary has been involved in ongoing efforts to assess and improve student performance. As part of those efforts, several interventions have been piloted or implemented on a limited basis due to budget constraints. With funds provided through Jessup's proposed TTIPS project (*Early Intervention for Success*), full implementation of several, evidence-based interventions will be supported and provide comprehensive and targeted response to the specific needs identified through Jessup's recent data analysis and needs assessment. While many of the existing efforts in place at Jessup are similar to individual parts of the planned project, the *Early Intervention for Success* program represents Jessup's first attempt to fully coordinate and integrate a system across grade levels that addresses the key areas in need of imrprovement and expands the school's capacity to provide a larger number of students with a more comprehensive array of early learning and other educational opportunities and services. All relevant materials, supplies, facilities, and expertise that are part of similar, existing efforts will be fully integrated into the expansion and enhancements proposed through this project in order to maximize the effectiveness of grant funds and will supplement, not supplant what the school district is currently able to do in regards to comprehensive school-wide improvement.

Existing *School Readiness*, *Instructional Deficiency*, and *Parental/Community Involvement* improvement efforts that will be coordinated and integrated into the *Early Intervention for Success* program include:

- Existing half-day pre-K classes (2 educationally disadvantaged and 2 bilingual) will be expanded and enhanced to include 4 full-day educationally disadvantaged pre-K classes, 4 full-day bilingual pre-K classes, and 1 Preschool Programs for Children with Disabilities (PPCD) pre-K class. The use of the Opening the World of Learning (OWL) curriculum, I-station early reading, and other Guided Reading rotation models will be integrated and coordinated with additional curriculum and instruction to specifically target struggling students, including Leveled Literacy Intervention, Waterford Early Reading, and Esperanza, and Estrellita (for bilingual reading intervention).

- Existing early literacy and numeracy instruction, including limited implementation of Response to Intervention, Balanced Literacy, Leveled Literacy Intervention (LLI)/Soluciones, Guided Math, DreamBox, I-station, and Planned Intervention and Enrichment (PIE) time will be expanded and enhanced to full implementation of the Response to Intervention (RTI) model for grades PK-4th, to include delivery and evaluation of universal assessments in reading and math upon enrollment, identification of potential risk categories and factors for struggling students, and implementation of appropriate interventions to address and correct potential weaknesses or skills deficiencies; full implementation of Leveled Literacy Intervention (LLI) and Soluciones (Spanish version) to assess, analyze, and provide reading instructional intervention for students in grades K-2nd; full implementation of Guided Math model in grades PK-4th, to include flexible small groups that allow students to work in their zone of proximal development, activities that tap into students' individual learning styles, differentiated instruction, scaffolded conversations and intensive questioning; and full implementation of structured, targeted utilization of Planned Intervention and Enrichment (PIE) time for students in grades PK-4th.

- Existing professional development for teachers including foundational Response to Intervention (RTI) and Conscious Discipline training will be enhanced and expanded through full implementation of comprehensive professional development for all Jessup teachers and staff, including – Texas School Ready! (TSR) courses for Pre-K teachers; full-scale Conscious Discipline training; Leveled Literacy Intervention training; Response to Intervention (RTI) training; and Guided Math training.

- Existing partnerships with area apartment complexes and community service providers will be expanded and enhanced utilizing activities, events, workshops, and other strategies that are part of the Conscious Discipline, RTI, LLI, and Guided Math models.

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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Ryan Pavone
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	January 20, 2015

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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Jessup Elementary will use the Texas Teacher Evaluation and Support System (T-TESS) and the Texas Principal Evaluation and Support System (T-PESS) as the evaluation system to help teachers and principals develop into strong campus and instructional staff members. The data sources used to measure student growth for principals include Indices of State Accountability System, attendance, literacy measures, district-wide assessments, and student surveys. The percentage used for the principal evaluation system varies based on length of time as a principal at their current campus. The percentage ranges from 0% for a principal with 0 years to 20% for a principal with two or more years of experience as a principal on the campus. For the teacher evaluation system, student growth accounts for 20% of the overall rating. The data sources for the teacher evaluation system include student learning objectives, portfolios, and district level pre- and post-tests.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The goal of the evaluation system is to promote growth. Thus, teachers will submit a self-assessment and set a development plan. Each teacher will receive eight walkthroughs per year. Observations will be at least 15 minutes and may include videotaping. With each observation, the assessing administrator will hold a conference with the teacher at least once per nine weeks to reflect on this observation and provide feedback. Further, teachers will keep an electronic portfolio with all certificates from attendance at professional development workshops. Administrators will have a pre-evaluation conference, mid-year conference, and end-of-year conference. During the conferences, principals will complete a self-assessment, set goals and track progress towards the goals. Principals and assistant principals will also keep documentation of their workshop attendance in an electronic portfolio and present the documentation to their assessor during their reflection conferences.
Describe how the evaluation system was developed with teacher and principal involvement:	The T-TESS and the T-PESS were piloted by approximately 60 school districts during the 2014-15 school year. Viewed as a rigorous evaluation that the entire state will eventually use, the district leadership and the Jessup principal agreed it was an effective tool to use during the *Early Intervention for Success* program.

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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	A reward system, designed to not only improve student achievement, but boost teacher morale as well, will include the identification for teachers of progressive steps to reaching goals. This process will provide teachers with concrete and ongoing goals, along a continuum of improvement, rather than simply improving student achievement on one particular assessment. Jessup Elementary will provide financial incentive awards to teachers and staff whose students meet established academic performance goals. Teachers will receive incentives based on student achievement towards meeting benchmark scores on the Iowa Test of Basic Skills/Logramos (Grades K-2), STAAR results (Grades 3 and 4), and for pre-K teachers, Jessup will use performance on the Texas School Ready! Child Progress Monitoring assessments. Teachers will also be required to complete selected staff development trainings in order to be eligible for financial incentives. The administrative team will work to set ambitious yet attainable goals for improvement in student achievement on each selected assessment. When the goals are achieved, teachers will receive financial incentives and/or professional development opportunities as recognition for accomplishment.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Teachers who are struggling will have the opportunity to improve. When a struggling teacher is identified, Peer Facilitators will provide support through coaching, including videotaping, with reflection and observations of master teachers at the campus and at other successful campuses within the district. Additionally, district Instructional Specialists will provide support to struggling teachers and their grade level teams, as needed. If the interventions are unsuccessful, the teacher will be placed on a growth plan to ensure efforts are made to improve their instructional methods.
Describe the criteria established for educator removal:	Jessup administrators will strive to support and provide interventions for struggling staff. However, if interventions do not lead to improvement, a teacher's contract may be terminated or not considered for renewal. Great care will be taken to ensure the following interventions have been provided for the struggling teacher: • Multiple observations with supporting documentation; • Reflective conferences with supporting documentation; • Observation of master teachers in the same grade level; and • Assistance from the Peer Facilitator through coaching, and modeling. If the teacher's instruction does not improve after receiving the interventions, the principal will compile all appropriate documentation and present the information to human resources with the recommendation to remove the teacher from his/her assignment or to be placed on non-renewal or terminated status.

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	The expansion of the pre-K program at Jessup Elementary will include: 9 full-day pre-K classes that will meet 7:15am-2:15pm Mon-Fri. A child-to-staff instructional ratio of no more than 10 to 1 will be maintained at all times, with class sizes of no more than 20. There will be 9 certified teachers and 11 aides to ensure child-to-staff ratios and class size limitations are met. All pre-K teachers will meet the standards for high qualification of staff, including teacher certification with a bachelor's degree in early childhood education or a bachelor's degree with a state-approved alternative pathway for early childhood certification. Pre-K teachers will be paid based on the same staff salary schedule as all elementary teachers across the district. The campus will not partner with community-based provider to deliver pre-K program.
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	**Research-based Program:** Following the Texas Pre-K Guidelines and utilizing Pearson Learning's Opening the World of Learning (OWL) Curriculum, instruction in the proposed pre-K program will center on Pearson and Gallagher's research-based gradual release of learning model. Pre-K classes will be designed utilizing a workshop design where the teacher gradually releases responsibility for learning to students and includes a combination of modeling, explicit instruction, small-group work, coaching, and independent practice. **Vertically Aligned:** The curriculum team in Pasadena I.S.D. has vertically aligned all curriculum areas from pre-K to 12th grade by creating a rigorous scope and sequence based on the Texas Pre-K Guidelines and the Texas Essential Knowledge and Skills (TEKS). All grade levels have developed Standard Clarifications and Year at a Glance documents as an overview of yearly curriculum progression and assessment methods. **Develops Socio-emotional Skills:** All pre-K teachers will be trained in and implement Conscious Discipline, a social-emotional curriculum that aides teachers in implementing a comprehensive classroom management system. Conscious Discipline helps students learn to self-regulate their behavior and supports learning by teaching specific behaviors which help children interact and respond to others.
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	Student assessment data sets that will be examined include: Academic Assessment data: 1) The Texas School Ready! (TSR) child progress and monitoring and reporting tools, including the CIRCLE Assessment System; 2) Writing and Reading Assessment Profile (WRAP); 3) The I-Station Early Reading Assessment and Math Assessment (English and Spanish versions); 4) The Iowa Test of Basic Skills (ITBS); 5) District-created reading and math assessments; and Socio-Emotional Skills Development Assessment data: 6) Conscious Discipline (CD) Rubrics and Benchmark of Quality (BoQ) Assessments.

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Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

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Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Expansion and enhancement of existing Jessup Elementary Pre-K program – Offer eight full-day (7 hour) pre-K classes (4 bilingual, 4 educationally disadvantaged), expanding capacity from 80 students to 160 students and increasing pre-K instructional hours from 3.5 to 7 per day. Offer one PPCD (Preschool Programs for Children with Disabilities) half-day class, expanding Jessup's PPCD capacity from 0 students to 20 and PPCD instructional hours from 0 to 3.5 per day – Implement the Response to Intervention (RTI) model, Pearson Learning's research-based Opening the World to Learning (OWL) curriculum, and the Texas School Ready! (TSR) child progress monitoring and reporting tools (CIRCLE Assessment System), supplementary lessons (CIRCLE Activity Collection). Implement structured pre-K teacher planning time across the grade level and vertically between pre-K and Kindergarten and 1st – 4th grade teachers – Utilize Professional Learning Community (PLC) model.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Hiring of additional campus staff who will focus on implementation of intervention strategies: 2 Peer Facilitators (1 bilingual), 2 intervention specialists (1 bilingual), a social worker, and a parent coordinator.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
3.	Implementation of the Response to Intervention (RTI) and Balanced Literacy models: Guided Reading instruction in pre-K–4th grade classrooms, Waterford Early Learning Reading in grades K-1st, and Leveled Literacy Intervention (LLI) for identified struggling readers in grades K-2nd—Planned Intervention and Enrichment (PIE) time will be utilized to provide just-in-time intervention in targeted, small-group settings.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Implementation of the Response to Intervention (RTI) and Guided Math models in PK–4th grade classrooms; Utilize Planned Intervention and Enrichment (PIE) time to provide just-in-time intervention in targeted, small-group settings (K-4).	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Provide structured, ongoing, and comprehensive professional development for teachers, including – Grade-level and vertical instructional Focus Team meetings, pre-K Cohort meetings/workshops; Texas School Ready! (TSR) eCircle courses for pre-K teachers and TSR's one-to-one, video-based coaching; Conscious Discipline training; Leveled Literacy Intervention (LLI) and Soluciones (LLI Spanish-version) training; Response to Intervention (RTI) training; Guided Math training; Struggling learner strategy sessions to include lesson modeling and visits to successful School Improvement Model campuses.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Provide language-rich classroom environments PK-4th grades through the building of comprehensive classroom libraries including picture books, young/adolescent fiction (historical, realistic, mystery, etc.) non-fiction, informational, and scientific texts. Utilize quality literature in literacy lessons, as well as lessons in other subject areas.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Increase teacher quality by addressing identified bilingual program instructional deficiencies through the hiring of a bilingual peer facilitator who will provide assessment and monitoring, training, coaching, guidance, and other targeted support to both bilingual and regular teachers to assist with the development of strategies to work more effectively with bilingual students throughout their time in the bilingual program and as they prepare for transition into the regular classroom. Address identified instructional deficiencies in regular classrooms through the hiring of an additional peer facilitator and two intervention specialists who will provide targeted support, training, coaching, assessment, monitoring, and other guidance to teachers to assist them with developing and implementing successful strategies for working with struggling learners. Intervention specialists will also develop plans for and implement Planned Intervention and Enrichment (PIE) time for struggling readers utilizing Leveled Literacy Intervention (LLI) and students struggling with math utilizing Guided Math and other Response to Intervention methods.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
2.	Increase teacher quality through coaching, collaborative planning, book studies, and high-quality, job-embedded, comprehensive professional development in the areas of literacy and numeracy instruction (LLI, Guided Math), Response to Intervention (RTI), strategies for working with struggling learners, and English language development.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Increase teacher quality through observational walkthroughs with feedback (all grades) – Peer Facilitators, Principal, Assistant Principals, Pre-K and other Specialists will conduct regular walk-throughs in classrooms to observe implementation of instructional strategies and will provide feedback to teachers, develop action plans for improvement, as necessary, and/or provide coaching/modeling, and training for struggling teachers. Peer observations and grade-level cohort walkthroughs with feedback – Teachers along with Peer Facilitators will visit successful classrooms and/or campuses to observe and then discuss/debrief strategies observed during grade-level focus meetings; Video-taping with reflection - Administrators will videotape a portion of teachers' classroom instruction and then schedule a conference to review the tape and reflect on strengths and areas where improvement could be made.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Increase teacher quality through a system of rewards that encourages teachers to meet instructional goals, provides ongoing feedback on progress towards meeting instructional goals, and includes a structured process for reaching established goals.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Increase leadership effectiveness through administrative walkthroughs with feedback – Administrators will conduct 2 walkthroughs per nine weeks for every teacher. Each walkthrough will be at least 15 minutes to observe instructional delivery and identify any gaps or opportunities for instructional coaching.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Increase leadership effectiveness by identifying and building on the principal's leadership skills through instructional leadership meetings with Associate Superintendents of Campus Development (ASCDs) and Instructional Specialists and opportunities for district-level Administrative team walk-throughs with feedback, including calibration of walk-throughs with ASCDs and/or Deputy Superintendent to develop skills for addressing what is seen during classroom walk-throughs – provide opportunities for role-playing of coaching a struggling teacher, implementing strategies for empowering teachers; Videotape classroom instruction and review and analyze with district-level administrative team; Create action plans for developing skills that can be learned and incorporated into a leadership style; Provide training, coaching, and opportunities for putting new skills into practice.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Increase leadership effectiveness through planned and structured visits to high-performing schools in-district as well as out-of-district – Teams of teachers, peer facilitators, and other district staff will schedule and conduct observational/information gathering visits to schools identified as high-performing and/or who have successfully implemented a School Improvement and/or Response to Intervention (RTI) model.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Increase leadership effectiveness by providing training for campus administrators on writing and monitoring effective growth plans for teachers. Provide instructional leadership coaching for campus administrators.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Increase leadership effectiveness by providing comprehensive professional development for campus administrators in the areas planned for School Improvement intervention implementation, including Response to Intervention (RTI), Balanced Literacy, Leveled Literacy Intervention (LLI), Guided Math, Texas School Ready!, etc.– Provide coaching for campus administrators on how to monitor and assess the implementation of all planned interventions.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-917	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Increase the use of quality data to inform instruction by providing training, coaching, monitoring, and guidance for campus administrators, teachers, and other staff (grant implementation team) on the disaggregation and use of data to inform instruction, including: data disaggregation (district, campus, and student level), the collection and analysis of detailed-level data, the use of data walls, effective formative and summative assessment measures and how to use data (qualitative and quantitative) collected from formative and summative assessments.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Increase the use of quality data to inform instruction through continued and expanded use of the Professional Learning Community (PLC) model – Provide training, as necessary for teachers and campus administrators on the utilization of PLCs for analyzing data, using data to plan together as grade level teams and across grade levels. In English/Language Arts, gather 3rd and 4th grade writing samples and review as grade level teams every 3-4 weeks; Develop rubrics for assessment of quality and utilize data collected through this process to make decisions about writing instruction strategies, possible instructional interventions, etc.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Increase the use of quality data to inform instruction by conducting peer observations and engaging in reflection on types of teaching – To observe quality instruction modeled by master teachers, Jessup staff members will observe a peer's classroom instruction and meet as a group after the observations to discuss strengths of the instruction that can be used in their classroom.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Utilize the Texas Accountability Intervention System (TAIS) Data Analysis Guidance and Improvement Planning Guidance to increase the use of quality data to inform instruction – provide training, coaching, monitoring, and guidance for campus administrators, teachers, and other staff on the utilization of the analysis and planning processes.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101-917	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Increase learning time by expanding Jessup's Pre-K program to full-day from half-day and offering one Preschool Programs for Children with Disabilities (PPCD) class - Offer eight full-day (7 hour) Pre-K classes (4 bilingual, 4 educationally disadvantaged), increasing Pre-K instructional hours from 3.5 to 7 per day. Offer one PPCD (Preschool Programs for Children with Disabilities) half-day class, expanding Jessup's PPCD instructional hours from 0 to 3.5 per day.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Increase learning time through full implementation of a Response to Intervention (RTI) model to include: Universal assessments in reading and math upon enrollment, early identification of potential learning difficulties for students (Pre-K-4th grades), and implementing just-in-time, targeted instructional interventions for identified difficulties/weaknesses; Utilize Planned Intervention and Enrichment (PIE) time to increase learning time in those identified, targeted areas.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Increase learning time through utilization of classroom rotation models for reading and math instruction, including small group learning time with Leveled Literacy Intervention (LLI) kits and Guided Math strategies (providing short lessons that emphasize conceptual understanding, procedural fluency, or problem solving; scaffolding lessons for teaching at concrete level, pictorial level, and/or abstract level; providing time for re-teach, reinforcing, and/or expanding and compacting concepts, strategies, and skills).	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Increase learning time through full implementation of the Guided Math model in grades PK-4th. Create flexible small groups that allow students to work in their zone of proximal development; create activities that tap into students' individual learning styles and interests; Provide immediate feedback and differentiated instruction through hands-on, scaffolded conversations and intensive questioning; build intentional opportunities for students to talk with their peers, ask questions, and justify their mathematical thinking.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Increase learning time by providing extended library hours after school – provide targeted enrichment opportunities for students that require after-school utilization of the library and increase number of books students read outside of classroom hours.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Increase parent/community engagement through full implementation of Conscious Discipline, including Conscious Discipline for parents which provides a comprehensive approach for training parents to work with the school to improve their lives and the lives of their children – Conduct Conscious Discipline workshops for parents on self-awareness, brain information, developmental knowledge and useable skills necessary to create safe, connected, problem-solving homes.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Increase parent/community engagement through implementation of the Guided Math model, including components designed to develop a community of mathematical thinkers (routines and rituals that matter) and bridge the home-school connection by facilitating Family Math Nights, Family Math Carnivals, Math and Muffin Mornings, The Homework Club for Parents as well as a series of Test Prep Seminars for Parents.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Increase parent/community engagement through implementation of activity-driven parent/community events, including: literacy nights, math nights, book blasts, health fairs, nutrition and other health-related classes. Develop partnerships with area apartment complexes and service providers to provide tutorial services on-site at apartments.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Increase parent/community engagement through development and implementation of enrichment opportunities at area apartment complexes, including homework clubs, literacy/math nights/weekend events, book blasts, Reader's Theater activities and presentations, and other literacy/numeracy/cultural enrichment activities.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Improve school climate through full implementation of Conscious Discipline – Conscious Discipline is a behavioral strategy that integrates classroom management strategies with social-emotional learning. The strategies use daily conflict as an opportunity to teach children critical life skills by enabling adults to respond, rather than react by understanding both their and students' emotional intelligence needs.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Improve school climate through thorough evaluation of staff (teachers, administrators); development and implementation of growth plans, as needed; replacement of staff, where necessary.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Improve school climate through the hiring of additional staff to provide support to homeroom teachers (Peer Facilitators, Intervention Specialists) with the implementation of school improvement model's new programs and activities	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
4.	Improve school climate by providing clear and detailed explanations and expectations for Planned Intervention and Enrichment (PIE) time and other school improvement interventions (Response to Intervention, Leveled Literacy Intervention, Guided Math, Conscious Discipline)	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-917	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☒	☒	☒
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☒	☒	☒
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☐	☒
B02	Provide interpreter/translator at program activities	☒	☐	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☒	☒	☒
B05	Develop/maintain community involvement/participation in program activities	☒	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☒
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☒

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-917	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☒	☒
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☒
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				

County-District Number or Vendor ID: 101-917	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☒	☒	☒
G02	Expand tutorial/mentor programs	☐	☐	☒
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☒
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☒	☒	☒
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☒
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☒	☒	☒
K07	Conduct parent/teacher conferences	☐	☒	☐
K08	Strengthen school/parent compacts	☐	☒	☒
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☒
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☒
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☒	☐	☒
L02	Establish partnerships with parents of highly mobile families	☐	☒	☒
L03	Establish/maintain timely record transfer system	☐	☐	☒
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☒	☒
M02	Conduct home visits by staff	☐	☐	☒

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☒	☒
M04	Conduct parent/teacher conferences	☒	☒	☒
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☒
M07	Provide a parent/family center	☐	☐	☒
M08	Provide program materials/information in home language	☐	☐	☒
M09	Involve parents from a variety of backgrounds in school decision making	☐	☒	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☒
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☒
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☒
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☒	☒
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):	

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☒
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☒
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☒
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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